

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (Local Education Agencies or LEAs) must review, update, and post their Continuous Improvement Plan (CIP) to their website no later than October 1 each year, and must submit their plan by the deadline to the State Board of Education by sending it to plans@osbe.idaho.gov.

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; no changes were made during the 2022 session. The section of code states, in part:

“CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school. A public charter school may use its performance certificate in lieu of a separate continuous improvement plan.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators, and the community as appropriate. All continuous improvement plans must be approved by the local governing board.

(b) The annual continuous improvement plan shall:

- i. Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- ii. Set clear and measurable targets based on student outcomes;
- iii. Include a clearly developed and articulated vision and mission;
- iv. Include key indicators for monitoring performance;
- v. Include student literacy proficiency goals and targets and how progress towards those outcomes will be measured;
- vi. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
- vii. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress towards those outcomes will be measured;
- viii. Include the individual staff performance on each of the performance criteria as defined in Section 33-1001, Idaho Code, including measurable student achievement and student success indicator targets and the percentage of students meeting those targets. Data will be aggregated at the grade range, subject, or performance indicator, as determined by the commission and allowed pursuant to section 33-133, Idaho Code;
- ix. Include, at a minimum, the student achievement and growth metrics for the state accountability framework. Student achievement and growth will be reported on each school and district's report card as required by the state board of education and published by the state department of education; and
- x. Include a report of progress toward the previous year's improvement goals.”

Section 33-320, Idaho Code also requires all school district boards of trustees / charter school boards of directors to continuously monitor progress toward the goals identified in the plan and to include consideration of the progress in the district superintendent's or charter administrator's evaluation.

POSTING / SUBMITTING YOUR PLAN

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

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- **State law requires all LEAs to post your Continuous Improvement Plan to your website and submit it to the Office of the State Board of Education via e-mail by October 1.** Plans should be submitted to plans@osbe.idaho.gov in PDF, Word or Excel. Please also provide a hyperlink to the section of your website where the plan is posted.

GENERAL GUIDANCE FOR USING THE CIP TEMPLATES

Please Note: Charter schools with performance certificates that meet all of the CIP requirements outlined in the law, including a link to the charter school's report card (on idahoschools.org) and annual Performance Targets for all required metrics, may submit their performance certificate in lieu of part or all of the Continuous Improvement Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the Continuous Improvement Plan requirements.

2022-2023 Templates for the Continuous Improvement Plan

LEAs are not required to submit your Continuous Improvement Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

The Continuous Improvement Plan Template is split into two (2) pieces. **To complete your plan using this format, you need both a Narrative (Part 1) and Metrics (Part 2). The following templates are available to help you meet the requirements:**

- 2022-23 Continuous Improvement Plan Narrative – Template Part 1
- 2022-23 Continuous Improvement Plan Metrics – Template Part 2

LEAs may post and submit your Continuous Improvement Plan as two separate documents (Word and Excel or PDF) or combine them into a single PDF.

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The Continuous Improvement Plan is an ongoing plan that needs to be *updated* annually. The metrics and report of progress must be updated annually, but some LEAs may qualify to forego submission of a new CIP Narrative.

If you have made changes to your mission, vision, or community involvement processes, you must submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Continuous Improvement Plan (CIP) Narrative for 2022-23:

- Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP Narrative or Combined District Plan Narrative; and
- Your LEA had a fully compliant CIP Narrative or Combined District Plan Narrative in 2021-22, or you are continuing a previously granted narrative exemption.

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If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your web link and/or plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your CIP Narrative.

Please note: The Metrics spreadsheet (Template Part 2) includes Benchmarks and the Progress Report (required by law) that *must* be updated and submitted annually.

FUNDS FOR TRAINING

Up to \$6,600 is available for each LEA, on a reimbursement basis, for LEA superintendents/administrators and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

LEA	# 321	Name: Madison School District	
Superintendent	Name: Randy Lords		Phone: (208) 359-3300
	E-mail: lordsr@msd321.com		
CIP Contact	Name: Darnea Lamb		Phone: (208) 359-3300
	E-mail: lambd@msd321.com		

Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

Mission: Caring Community Schools

Vision: Madison School District 321 will ensure a quality education by focusing on academic success, instilling a love for learning and preparing all students to be productive citizens.

Guiding Principles:

- Education is the foundation for success.
- Effective teaching is essential
- All students are valued and deserve opportunities to learn.
- All students have a unique capacity to learn.
- We will instill personal responsibility in the students as a primary factor in academic success.
- We will provide a safe, respectful, and caring learning environment.
- We believe education is a collaborative effort involving the school, home, and community.
- We believe in nurturing the whole child.

Instructions: Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

Community Involvement in Plan Development - REQUIRED

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)
Madison School District holds quarterly School-Wide Improvement meetings. During these meetings, various district and school administrator and parents provide input on our district improvement goals. This group also reviews the Continuous Improvement Plan annually and School-Wide Improvement Plans.

Parent Notification of College and Career Advising and Mentoring Services

Parents are notified via email, ThrillShare Alert, website updates, and postal service about college and career advising services offered at secondary schools. The high school guidance counselors, advisers, and transition coordinator hold informational meetings for parents and students to learn about advanced opportunities, funding, and post-secondary options.

Parental Involvement in Students' Individual Reading Plans

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

Parents of students who score strategic and intensive on the fall IRI are provided with an Individual Reading Plan at fall parent teacher conference each year. Parents discuss the plan, provide input, and approve plans. If students score at grade level on three consecutive monthly ISIP assessments, then students are removed from the Individual Reading Plan and parents are again notified of the change.

Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2022-23 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 321	LEA Name: Madison School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required): <https://idahoschools.org/districts/321>

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort 90.0%	2022 cohort 92.0%
	5-year cohort graduation rate (optional metric)	2020 cohort N/A	2021 cohort N/A
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	N/A	N/A
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	23.8%	25.0%
	% students who make adequate growth on the grade 8 Math ISAT	30.3%	35.0%
	% students who score proficient on the grade 8 ELA ISAT	34.8%	35.0%
	% students who make adequate growth on the grade 8 ELA ISAT	40.5%	49.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	41.5%	42.0%
	% students who make adequate growth on the grade 6 Math ISAT	48.2%	52.0%
	% students who score proficient on the grade 6 ELA ISAT	46.1%	47.0%
	% students who make adequate growth on the grade 6 ELA ISAT	55.2%	59.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	74.0%	76.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	82.0%
	% students who score proficient on the Grade 3 Spring IRI	79.0%	81.0%
	% students who score proficient on the Grade 4 ELA ISAT	55.0%	57.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	60.6%	65.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
Increase Kindergarten overall reading ability index in ISIP	62.00%	72.00%	74.0%
Increase 1st Grade overall reading ability index in ISIP	58.00%	74.00%	76.0%
Increase 2nd Grade overall reading ability index in ISIP	70.00%	79.00%	81.0%
Increase 3rd Grade overall reading ability index in ISIP	70.00%	81.00%	83.0%
Increase 4th Grade overall reading ability index in ISIP	N/A	72.00%	74.0%
Increase 5th Grade overall reading ability index in ISIP	N/A	82.00%	84.0%
Increase 6th Grade overall reading ability index in ISIP	N/A	80.00%	82.0%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Madison School District will be using the Idaho Reading Indicator by IStation to screen and progress monitor students in Kindergarten through 3rd grade. Educational decisions will be based in ISIP data from IStation. Because all the students will be given the IStation screener diagnostic test, this will be used as the assessment piece for collecting data on the five areas in reading --- phonemic awareness, decoding, vocabulary, comprehension and fluency. Using the results of the IStation test and identifying areas of weakness, a district literacy program will be developed integrating 90 minutes of a designated reading block during school time, and 30 additional minutes of intervention during Walk-to-Read. The details of the implemented district literacy program will be developed at the school level in committees, which will include members of a literacy team such as teachers, district reading coach, principal, and parents. The decisions of the building literacy team will be noted as the student's reading improvement plan and reported to the district data and assessment director by October 1.

Literacy plans are developed on a student-by-student basis at a school level and presented to parents for approval, validation, and support. The intervention plans include collaboration with Title 1 paraprofessionals, general education teacher, special education teacher, district instructional coach, and principals to analyze the data from the assessments and determine the best plan for the student, which could include in-class, pull-outs, or both throughout the school day.

Madison School District has purchased the 95 Percent Group Intervention Programs to teach phonological awareness and phonics skills to students. This is a skill based phonological awareness and phonics program. Students who score strategic or intensive on the September ISIP will be given the Phonological Awareness Skills Inventory (PASI) or Phonological Skills Inventory (PSI) to determine which specific skills the student is missing. Once the skill deficits are defined, the grade-level literacy team will determine a plan of action and propose the plan to parents.

Details of the Student Reading Improvement Plan

The students' reading improvement plan designed by the literacy team will include:

- A description of the current services that will be provided to the student.
- A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student.

Madison School District purchases IStation assessment licenses for students in grade 4 through 6, so that we can track literacy data through 6th grade. Students are required to participate in the ISIP during September, January, and May each year. The data is used in ELA classes and for RTI purposes.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
Madison High School will increase the percentage of CTE completers who pass both the TSA and WRA.	64.0%	38.5%	64.0%

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* than those required in Section I, above.

A CTE completer is defined as a student who takes and passes all required courses in a particular CTE pathway, as well as, passes the Technical Skills Assessment (TSA) and the Workforce Readiness Assessment (WRA). During the 2021-2022 school year, 39 students passed CTE capstone TSA and 15 of those students also passed the WRA. 38.46 percent of students who completed the courses for a particular pathway passed the TSA and WRA. Quite a few of the capstone students were underclassman, who did not participate in the WRA because they were not seniors.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

NOTES:

Plans to build on success and address challenges:

In order to increase literacy efforts, Madison School District implemented at tier 1 strategic and explicit phonics program in the 2021-2022 school year. The program will continue to be used for the 2022-2023 school year. The 95 Percent Phonics Core Program will be used in grades Kindergarten through third grade for 20 minutes per day to ensure that all of our students have strong foundational literacy skills in phonemic awareness, phonics, and decoding. Our goal is to decrease the overall number of students who need literacy intervention.

Madison School District did not meet its Career Technical Completer goal in the 2021-2022 school year. We will continue our efforts to increase the number of CTE completers during the 2022-2023 school year.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES:

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2021-22 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2021-22 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assesment tool, which you should identify. Provide the 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
4-12	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	TCASG	97.0%	95.6%	97.0%
K-12	SPED	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IEP	93.0%	94.8%	95.0%
K-12	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	SLO	87.0%	95.3%	96.0%
7-12	Music, PE	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PBA	97.0%	100.0%	98.0%
K-3	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	92.0%	96.0%	96.5%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
5-12	Counselors, social worker, consulting teachers	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Varies	96.0%	98.4%	99.0%
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 321	LEA Name: Madison School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/321
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort 90.0%	2022 cohort 92.0%
	5-year cohort graduation rate (optional metric)	2020 cohort N/A	2021 cohort N/A
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	N/A	N/A
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	23.8%	25.0%
	% students who make adequate growth on the grade 8 Math ISAT	30.3%	35.0%
	% students who score proficient on the grade 8 ELA ISAT	34.8%	35.0%
	% students who make adequate growth on the grade 8 ELA ISAT	40.5%	49.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	41.5%	42.0%
	% students who make adequate growth on the grade 6 Math ISAT	48.2%	52.0%
	% students who score proficient on the grade 6 ELA ISAT	46.1%	47.0%
	% students who make adequate growth on the grade 6 ELA ISAT	55.2%	59.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	74.0%	76.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	82.0%
	% students who score proficient on the Grade 3 Spring IRI	79.0%	81.0%
	% students who score proficient on the Grade 4 ELA ISAT	55.0%	57.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	60.6%	65.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

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Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
Increase Kindergarten overall reading ability index in ISIP	62.00%	72.00%	74.0%
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Increase 4th Grade overall reading ability index in ISIP	N/A	72.00%	74.0%
Increase 5th Grade overall reading ability index in ISIP	N/A	82.00%	84.0%
Increase 6th Grade overall reading ability index in ISIP	N/A	80.00%	82.0%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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Literacy plans are developed on a student-by-student basis at a school level and presented to parents for approval, validation, and support. The intervention plans include collaboration with Title 1 paraprofessionals, general education teacher, special education teacher, district instructional coach, and principals to analyze the data from the assessments and determine the best plan for the student, which could include in-class, pull-outs, or both throughout the school day.

Madison School District has purchased the 95 Percent Group Intervention Programs to teach phonological awareness and phonics skills to students. This is a skill based phonological awareness and phonics program. Students who score strategic or intensive on the September ISIP will be given the Phonological Awareness Skills Inventory (PASI) or Phonological Skills Inventory (PSI) to determine which specific skills the student is missing. Once the skill deficits are defined, the grade-level literacy team will determine a plan of action and propose the plan to parents.

Details of the Student Reading Improvement Plan

The students' reading improvement plan designed by the literacy team will include:

- A description of the current services that will be provided to the student.
- A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student.

Madison School District purchases IStation assessment licenses for students in grade 4 through 6, so that we can track literacy data through 6th grade.

Students are required to participate in the ISIP during September, January, and May each year. The data is used in ELA classes and for RTI purposes.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
Madison High School will increase the percentage of CTE completers who pass both the TSA and WRA.	64.0%	38.5%	64.0%

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* than those required in Section I, above.

A CTE completer is defined as a student who takes and passes all required courses in a particular CTE pathway, as well as, passes the Technical Skills Assessment (TSA) and the Workforce Readiness Assessment (WRA). During the 2021-2022 school year, 39 students passed CTE capstone TSA and 15 of those students also passed the WRA. 38.46 percent of students who completed the courses for a particular pathway passed the TSA and WRA. Quite a few of the capstone students were underclassman, who did not participate in the WRA because they were not seniors.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

NOTES:

Plans to build on success and address challenges:

In order to increase literacy efforts, Madison School District implemented at tier 1 strategic and explicit phonics program in the 2021-2022 school year. The program will continue to be used for the 2022-2023 school year. The 95 Percent Phonics Core Program will be used in grades Kindergarten through third grade for 20 minutes per day to ensure that all of our students have strong foundational literacy skills in phonemic awareness, phonics, and decoding. Our goal is to decrease the overall number of students who need literacy intervention.

Madison School District did not meet its Career Technical Completer goal in the 2021-2022 school year. We will continue our efforts to increase the number of CTE completers during the 2022-2023 school year.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES:

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2021-22 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2021-22 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assesment tool, which you should identify. Provide the 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
4-12	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	TCASG	97.0%	95.6%	97.0%
K-12	SPED	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IEP	93.0%	94.8%	95.0%
K-12	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	SLO	87.0%	95.3%	96.0%
7-12	Music, PE	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PBA	97.0%	100.0%	98.0%
K-3	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	92.0%	96.0%	96.5%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
5-12	Counselors, social worker, consulting teachers	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Varies	96.0%	98.4%	99.0%
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
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